

# The Development of Communication Strategies in English Learning Based on E-Learning

Vincentius Pantow, S.S., M. Hum (corresponding author)

Business Administration Department

Manado State Polytechnic, Indonesia

Tel: 62-852-4025-8742 E-mail: Angkyvincent902@gmail.com

Dra. Selvie R. I. Mandang, MM

Business Administration Department

Manado State Polytechnic, Indonesia

Tel: 62-821-8710-5047 E-mail: ivone\_hfr@yahoo.com

Wingston M. J. Longdong, S. S., M. Hum

Business Administration Department

Manado State Polytechnic, Indonesia

Tel: 62-895-0473-6240 E-mail: wingstonlongdong17@gmail.com

Decire Dumingkan Wagi, S.S., M.Hum

Accounting Department

Manado State Polytechnic, Indonesia

Tel: 62-821-9400-2646 E-mail: decirebywagi@gmail.com

Received: September 10, 2022 Accepted: December 5, 2022 Published: December 13, 2022

doi:10.5296/ijld.v12i4.20442 URL: <https://doi.org/10.5296/ijld.v12i4.20442>

## Abstract

The development of Communication Strategies in English learning based on E-Learning is very necessary for improving students' English skills. The development of this communication strategy is in the form of a learning model / learning strategy developed by lecturers to maximize student learning outcomes, especially students' English mastery based on E-Learning. The form of communication strategy development that resulted was the PSB approach model (Tourism, Arts and Culture). This study aims to: 1). Identify and classify forms of communication strategy development used in English learning based on E-Learning. 2). Analyzing the strategy development process in English learning based on E-Learning. The methodology used is a qualitative descriptive approach through a cycle of data collection stages using ethnographic methods. Meanwhile, the data analysis method goes through the following stages: 1). Data selection, 2). Data reduction, 3). Presentation of data, and 4). Conclude and verify. The results and discussion obtained 8 approaches of communication strategy with the most widely used, namely the CLT (Communicative Language Teaching) approach and the application of the form of development of communication strategies used in English learning based on E-Learning through the PSB approach (Tourism, Social and Culture), starting from opening, implementation and closing.

**Keywords:** Communication Strategy, English Learning, E-Learning.

## 1. Introduction

Mastery of English is now an absolute requirement for everyone in Indonesia to be able to communicate globally or internationally. The company currently lists the ability to speak English as one of the requirements for every prospective job applicant. So people try to be proficient in English.

Proficient in English means that the speaker can use English in communicating appropriately. Communication is the process of sending and receiving messages or news between two or more individuals effectively so that the intended message can be understood (Indonesian Dictionary, 2015).

According to Malasati, Yupadoe and Sarobol, Noppon (2013), one of the causes of communication breakdown is the difference in perception and language between the speaker and the listener. Often there is an information gap between the speaker and the listener which makes it difficult for them to understand the whole message. If this happens, then the purpose of communication will certainly fail.

To bridge the problems that arise when communicating, a communication strategy is needed. Because the communication strategy is a person's way to make communication run effectively and smoothly.

An article written by Cesar Chester O. Relleve entitled "Values Education Pedagogy for Z Learners" divides human generations into 5 periods namely, 1). The silent generation, 2). Baby Boomers, 3). Gen Xers, 4). Millennials, and 5). Generation Z. Generation Z or the current generation is referred to as iGeneration (iGen), Gen Tech, Gen Wii, Net Gen, Digital Native and Plurals. According to Ng & Parry, Emma (2016), Gen Z is seen as the first truly digital and global generation, a global and diverse generation, who grew up in a wider mix of backgrounds than other generations. They are confident, very optimistic, imaginative, and think more laterally than other generations. They have never known a world without computers and cell phones. Having integrated technology seamlessly into their lives, and having used it from the youngest age; it is almost like the air that they breathe, permeating almost all areas of their lifestyle and relationships.

In connection with the above, learning English for the current generation is also experiencing developments ranging from traditional learning to modern learning using infrastructure such as TikTok, Instagram, YouTube, etc. So to achieve good learning outcomes it is necessary to apply the right communication strategy by using existing technological means.

This article is entitled: “The Development of Communication Strategies in English learning based on E-Learning”. So, learning English also needs to be done virtually using various learning media to achieve the expected learning objectives.

From the description above, the writer formulates the research questions, 1). What forms of communication strategy development are used in English Learning based on E-Learning? 2). How is the application of the form of developing communication strategies in English Learning based on E-Learning? The purpose of this research is to Identify and classify forms of communication strategy development used in English Learning based on E-Learning and Analyze the strategy development process in English Learning based on E-Learning. So, this research is limited to the development of communication strategies by classifying the forms of developing communication strategies used in English Learning based on E-Learning through the Tourism, Social and Cultural learning approach model. Then analyze the strategy development process during English Learning based on the E-Learning process.

## **2. Theoretical Basis**

### *2.1 Communication Strategy*

Communication Strategy in Learning English is an attempt to carry out the process of learning English which is still often called difficult for some students. In the learning process, students are expected to achieve the best possible results, so if it is stated that there are students who have not succeeded as expected, a teaching process is needed that helps to achieve the expected results. Communication strategy comes from Tarone, (1980); Bailystock, (1990); Dornyei, (1995) as quoted in Wannaruk (2003) classifies communication strategies as modification, paralinguistic, and avoidance devices. According to a communication expert, Cangara (2013: 61) makes a definition by stating that a communication strategy is the best combination of all communication elements ranging from communicators, messages, channels (media), and receivers to influences (effects) designed to achieve communication goals. Meanwhile, according to Effendy, (2011) communication strategy is an effective plan for delivering messages so that it is easily understood by the communicant and can accept what has been conveyed so that it can change a person's attitude or behavior. Thus, the Communication Strategy in English Learning is directed at achieving optimal results according to the abilities of each student throughout the entire learning process. It can also be said that the Communication Strategy in English Learning is useful for students to better master English.

### *2.2 English Learning*

Learning English cannot be separated from the approach to learning and teaching English. There are 8 approaches to learning English, namely: 1). Grammar Translation Method (GTM), 2). Audio Lingual Method, 3). Structural Approach, 4). Suggestopedia, 5). Total Physical Response, 6). Task-Based Language Learning, and 7). Lexical Approach. (Envato, 2021).

Apart from the approaches mentioned above, there is another learning approach called the communicative learning approach or commonly referred to as CLT (Communicative Language Teaching). (Ahmad Dahidi and Sudjianto, 2004), (Anas Sudijono, 2015), and (Agung Prasetyo, 2017).

### 2.3 E-Learning

E-Learning or so-called electronic learning systems can be defined as the application of information technology in the world of education through virtual classes. E-learning can also be defined as everything utilizing or using of internet and web technology to create a learning experience. The principle of E-learning is to be connected to a network that makes it easy to update, store, distribute, and share instructions and information instantly (Pamugar, 2015).

Tafiardi defines “e-learning as learning by using electronic device assistance services. the core of the e-learning model is located in the learning process (learning) and not on the “e” (electronic), because electronic devices only act as tools just help. Peterson explained further that: “define the (e) in e-learning from the perspective of the user is exploration, experience, engagement, ease of use, and empowerment”

Meanwhile, according to Dahiya e-learning is technological information and communication tools to enable students to learn whenever and wherever. In the opinion of Jaya Kumar C. Koran, explained that e-learning is an impetus for teaching and learning that uses a series of electronics (LAN, WAN, or internet) to deliver the material learning, interaction, or conducting tutoring.

### 3. Methodology

This research lasted for ten months from March to December 2022. The object of this research is students of the Department of Business Administration, Manado State Polytechnic. Data sources consist of : 1). Primary data from lecturers and students. 2). Secondary data from literature studies. The methodology used is a qualitative descriptive approach through a cycle of data collection stages using ethnographic methods. Meanwhile, the data analysis method is through the following stages: 1). Data selection, 2). Data reduction, 3). Presentation of data, and 4). Conclude and verify.

### 4. Findings and Discussion

This study discusses the problems and research objectives, namely firstly identifying and classifying the forms of communication strategy development used in English learning based on E-Learning, secondly analyzing the strategy development process in English communication strategy learning.

#### 4.1 Forms of Development of Communication Strategies Used in English Learning Based on E-Learning

There are 8 approaches used in learning English, namely: Grammar Translation Method (GTM), Audio Lingual Method, Structural Approach, Suggestopedia, Total Physical Response, Task-Based Language Learning, Lexical Approach, and Communicative Language Teaching (CLT). The most widely used approach, namely Communicative Language Teaching (CLT). This approach is probably now the most popular teaching model for English language teaching globally. In part because it aims to put students in a variety of real-life situations so, that they can learn how to use their language skills to communicate in the real world. Educators, therefore, tend to focus on fluency in communication rather than accuracy and lessons are more hands-on than theoretical.

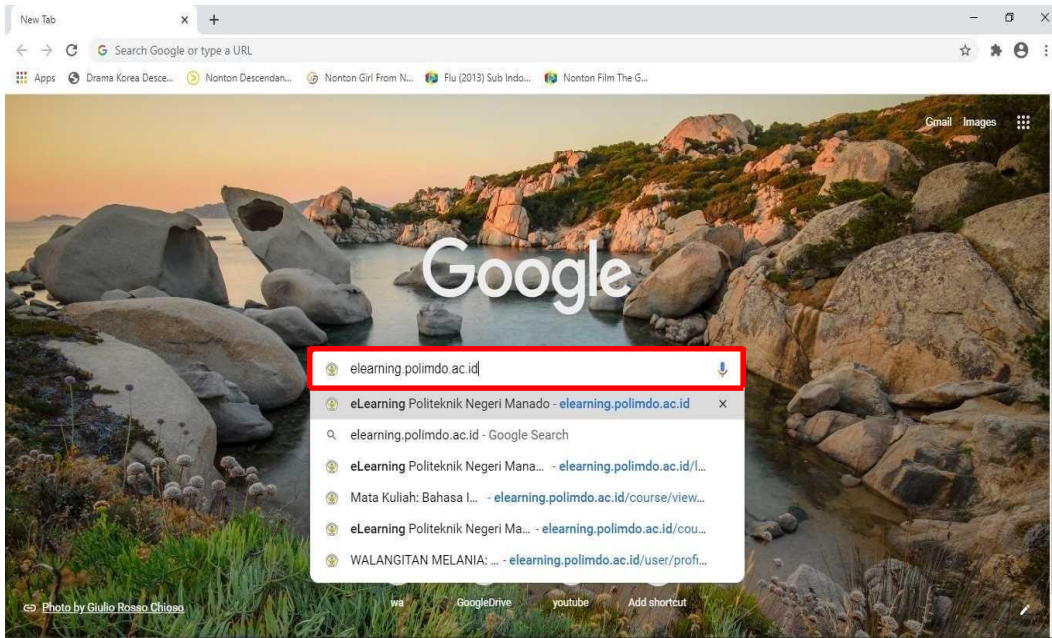
Interactive and relevant classroom activities characterize this approach along with the use of authentic source materials. Teachers are encouraged to provide the students with as much opportunity to give and receive meaningful communication as possible. The use of personal experience is also common in CLT classrooms. Also, CLT developed various approaches such as sociocultural, Literature, Art, Songs, and games. In this study, we use PSB (Tourism, Social

and Cultural) approach.

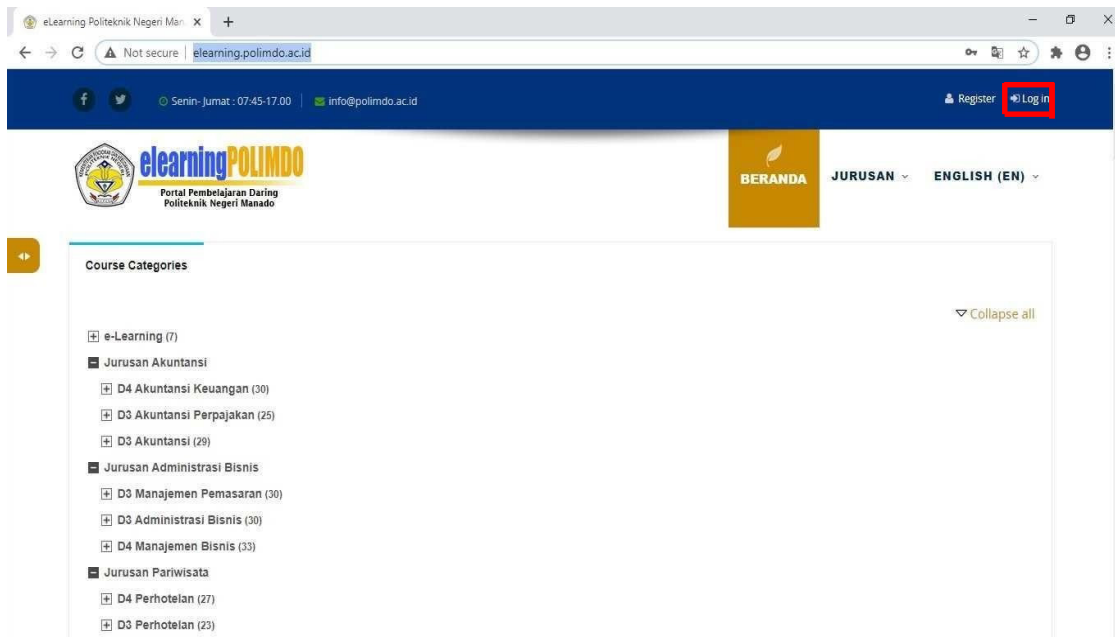
#### 4.2 Implementation of Communication Strategy Development in English learning based on E-Learning

Step 1. Open the site [www.google.com](http://www.google.com) then search on the search engine

<http://elearning.polimdo.ac.id/>

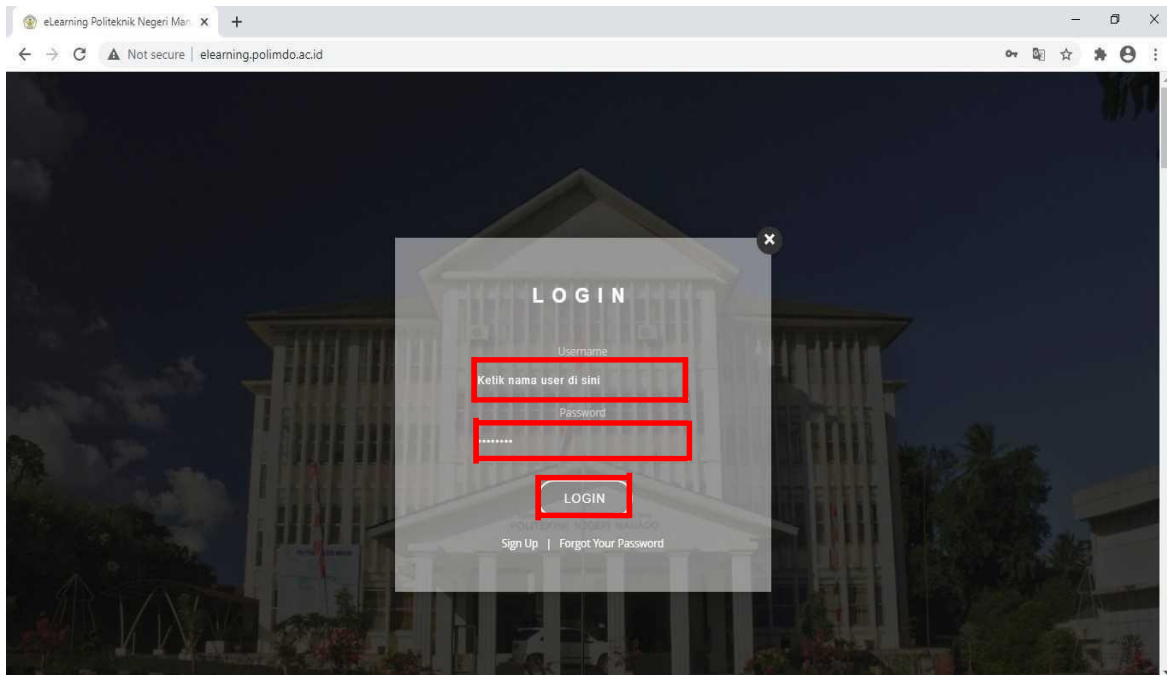


Step 2. After the website opens, it will look like the one below. Then click the login menu in the upper right corner

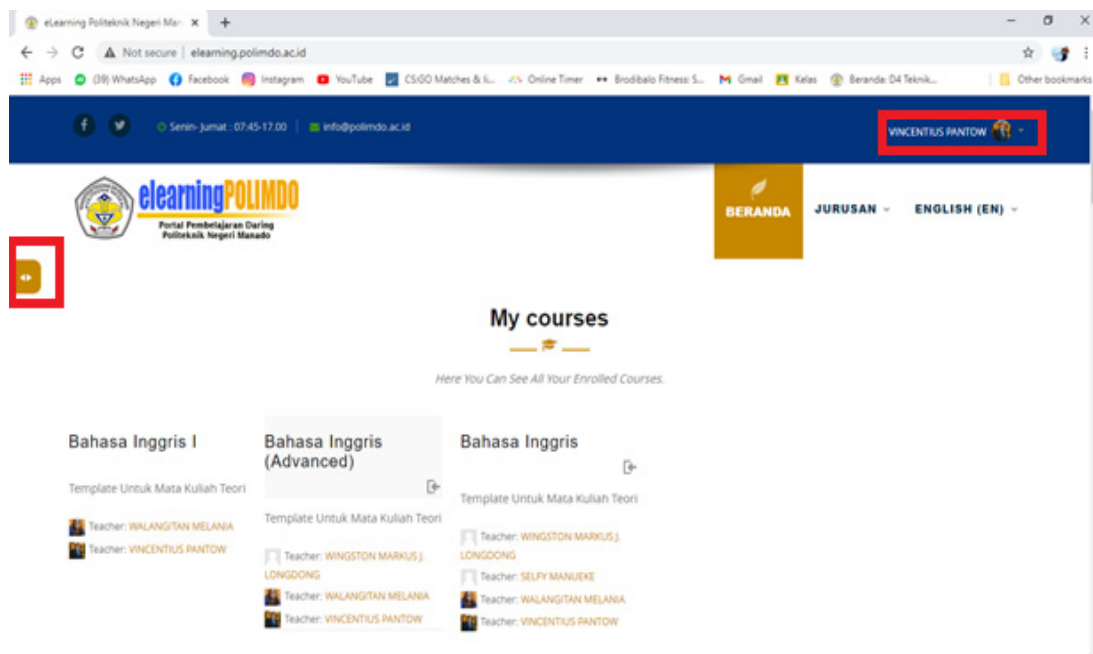




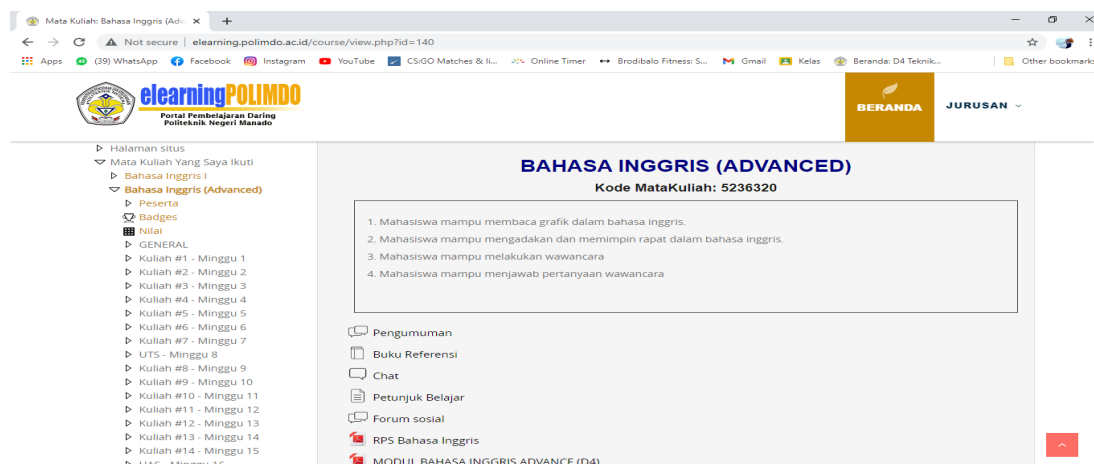
Step 3. Login section with a display like below



Step 4. The Arrow on the left, as shown in the arrow below



Step 5. After the English menu 1 is in my courses, a display like the one below will appear, then scroll down



### 4.3 Opening

Beginning with routine activities of praying together and then greeting, for example, good morning, good afternoon everyone/everybody/students, then continuing with the question how are you today? Or are you well today? and did you study last night?/do you prepare yourself for today? Usually, students will reply directly to questions posed by the lecturer. Lecturers will open the learning atmosphere in the opening session to avoid boring situations so that students are expected to enjoy the class. The lecturer then brainstorms ideas related to the topic of the day to open the lesson. The lecturer asked the students to give answers with various ideas. Lecturers encourage them to think critically and explain the objectives or targets of the material to be taught. Therefore, students know what they have to achieve after the lesson. The opening of the lesson is an important thing for the success of learning. An unfavorable learning environment will change/increase if the lecturer can open learning well, so the lecturer should be able to do it interestingly.

### 4.4 Implementation

The topic taught is the Bunaken National Marine Park using a social and cultural tourism learning approach. Lecturers integrate 4 skills, namely: reading, speaking, listening, and writing. Lecturers prepare media meetings such as zoom, google meet, e-learning, and so on. The lecturer prepares a reading text about Bunaken Island then the lecturer fishes with several questions using the PSB (Tourism, Social and Cultural) approach, such as “Mention some tourist places in Indonesia that you know!”, “What is the name of the tourist spot in your area?”, “Do you know about Bunaken?”, “Have you been to Bunaken before?”, “How is the situation of the people in Bunaken (socio-cultural, people's livelihood, religion, and culinary)?”. Next, the lecturer asks students the following steps : Find difficult words in the text and their meanings, Use the vocabulary in making new sentences, Translate the text, and Retell the text in your own words while recording, Lecturer checks and corrects the student video results and Students upload videos to youtube

### 4.5 Closing

At the end of the lesson, the lecturer allows students to ask questions that they don't understand. The lecturer also reviewed several explanations of the material being taught. The lecturer concluded that the materials were based on students' understanding through questions. Finally, the lecturer gave them homework. Before closing the class, lecturers provide motivation, spirit,

and appreciation to their students.

## 5. Conclusions

The form of development of the communication strategy used in English learning based on E-Learning consists of 8 ways / approaches, namely: Grammar Translation Method (GTM), Audio Lingual Method, Structural Approach, Suggestopedia, Total Physical Response, Task-Based Language Learning, and Lexical Approach, Communicative Language Teaching (CLT) and the most widely used method, namely Communicative Language Teaching (CLT) using the PSB (Tourism, Social and Cultural) approach.

Implementation of the form of development of the communication strategy used in English learning based on E-Learning through the PSB (Tourism, Social and Cultural) approach, starting from the opening, implementation, and closing. In the implementation, the steps for implementing communication strategies were obtained, namely: Looking for difficult words in the text and their meanings, Using the vocabulary in making new sentences, Translating the text, Retelling the text in their sentences while being recorded, Lecturers checking and correcting the results of student videos, Students upload videos on youtube.

## References

- Agung, P. (2017). *Pengertian Penelitian Deskriptif Kualitatif*. Retrieved Diakses 22 September 2019 dari from [www.linguistikid.com](http://www.linguistikid.com)
- Ahmad, D., & Sudjianto. (2004). *Pengantar Linguistik Bahasa Jepang*
- Anas, S. (2015). *Pengantar Statistik Pendidikan*. Jakarta: PT. Raja Grafindo Persada.
- Cangara, H. (2013). *Perencanaan dan Strategi Komunikasi*. Jakarta: Raja Grafindo.
- Cesar. C. O. R. (2019). *Values Education Pedagogy For Z Learners*. <https://www.dlsud.edu.ph/coed/ncvre/docs/2019/DrChesterRellevePEDAGOGYGENZ.pdf>
- Effendy, O. U. (2011). *Ilmu Komunikasi: Teori dan Prakteknya*, Bandung: Remaja Rosdakarya.
- Envato. (2021). *Metode pembelajaran bahasa Inggris*.
- Haris, P. (2015). *Analisis kesuksesan dan penerimaan terhadap sistem infomasi e-learning di pusat pendidikan dan pelatihan* (BPK RI, Tesis UGM, Yogyakarta).
- Indonesian Dictionary, (2015).
- Malasati, Y., & Sarobol, N. (2013). *Communication Strategies Used by Thai EFL Learners*. [www.filt2013.org](http://www.filt2013.org).
- Ng, E. S., & Parry, E. (2016). *Multigenerational research in human resource management. In Research in personnel and human resources management*. Emerald Group Publishing Limited. <https://doi.org/10.1108/S0742-730120160000034008>
- Wannaruk, A. (2003), *Methodology, Communication Strategies Employed by EST Students*. *SLLT*, 12, 1-18.

## Copyright Disclaimer

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).